

2025 Annual Report to the School Community

School Name: Ardeer Primary School (4848)



- all teachers at the school meet the registration requirements of the [Victorian Institute of Teaching \(VIT\)](#)
- the school meets prescribed Minimum Standards for registration as regulated by the Victorian Regulation and Qualifications Authority (VRQA) in accordance with the [Education and Training Reform Act 2006 \(Vic\)](#) (this includes any exemption granted to this school by the VRQA, for the most recent calendar year, in relation to minimum student enrolment numbers and/or the curriculum framework requirement to deliver a languages program)
- the school meets the requirements of the Child Safe Standards as prescribed in [Ministerial Order 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools \(PDF\)](#).

Attested on 16 March 2026 at 01:02 PM by John Mifsud (Principal)

- As executive officer of the school council, I attest that this 2025 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community.

Attested on 05 May 2026 at 11:46 AM by John Mifsud (Principal)

How to read the Annual Report

What does the *About Our School* commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

- School Profile
 - student enrolment information
 - the school's 'Student Family Occupation and Education' category
 - responses to the General Satisfaction area of the Parent/Caregiver/Guardian Opinion Survey
 - school staff responses to the School Climate area of the School Staff Survey
- Learning
 - English and Mathematics for Teacher Judgements against the curriculum
 - Reading and Numeracy proficiency levels for National Literacy and Numeracy tests (NAPLAN)
 - Reading and Numeracy relative growth for National Literacy and Numeracy tests (NAPLAN)
- Wellbeing
 - student responses to the Sense of Connectedness area in the Student Attitudes to School Survey
 - student responses to the Management of Bullying area in the Student Attitudes to School Survey
- Engagement
 - average absence days per student
 - student attendance rate

Key terms used in the Performance Summary are defined below:

Similar Schools

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

NDP and NDA

‘NDP’ refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an ‘NDP’ label.

‘NDA’ refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

The Victorian Curriculum

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The ‘Towards Foundation Level Victorian Curriculum’ is integrated directly into the curriculum and is referred to as ‘Levels A to D’. ‘Levels A to D’ may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for ‘Levels A to D’).

Updates to the ‘Performance Summary’ in the 2025 Annual Report

NAPLAN relative growth data has been included in the 2025 Performance Summary as there is sufficient data available for the comparison.

About Our School

School context

Ardeer Primary School is a government primary school located in Melbourne's western suburbs within the South Western Victoria Region. The school provides education for students from Foundation to Year 6 and serves a diverse community with many students from a range of language backgrounds.

In 2025, the school had an enrolment of approximately 136 students supported by a dedicated team of teaching and education support staff. The school's size enables a highly personalised approach to learning, allowing staff to know each student well and provide targeted support at the point of need. A strong understanding of individual student needs ensures that students remain central to all aspects of school planning and practice.

Ardeer Primary School is committed to providing a safe, inclusive and supportive learning environment where every student is encouraged to achieve their personal best. The school values of **Respect, Responsibility and Safety** underpin the school culture and guide daily interactions across the community. Expected behaviours are explicitly taught and reinforced through the implementation of the School-Wide Positive Behaviour Support (SWPBS) framework. This approach supports the development of positive behaviour, respectful relationships and a strong sense of belonging.

The school has developed a strong culture of collaboration and continuous improvement among staff. Professional Learning Communities (PLCs) support teachers to analyse student learning data, reflect on their practice and implement evidence-based strategies to improve student outcomes. Ongoing professional learning and collaborative practices continue to strengthen staff capability and support sustained school improvement. Student voice and agency are also prioritised within daily teaching and learning practices.

High expectations are maintained for all members of the school community. The school places a strong emphasis on the teaching of literacy and numeracy while also providing students with a rich and diverse curriculum that includes STEM, Physical Education, The Arts and Auslan.

Strong partnerships between home and school are highly valued and actively fostered. The school recognises that positive relationships with families are essential in supporting student learning and wellbeing outcomes for every child, every day.

The school motto, "**Igniting Minds. Inspiring Excellence.**", reflects the shared aspirations of the school community and its commitment to high academic standards and continuous improvement.

Mission Statement

At Ardeer Primary School, we nurture confident, capable and compassionate learners. We provide a safe, inclusive and engaging learning environment where teachers, staff and families work together to inspire curiosity and a love of learning. Through a deep understanding of each learner, we support every student to thrive and achieve strong academic growth.

Vision Statement

Our vision is to deliver high academic standards through a culture of excellence, equity and continuous improvement. We aspire to create a thriving community where students, staff and

families work in partnership to achieve the highest learning and wellbeing outcomes for every child, every day, preparing students for success both now and into the future.

Student Profile (2025)

- Male: 55%
- Female: 45%
- Non-English Speaking Background: 11%
- EAL: 32%
- Refugee Background: 10%
- Students with Disability: 4.96%
- Equity Funded: 33%
- Aboriginal or Torres Strait Islander: 1%

Staffing Profile (2025)

- 2 Principal Class
- 2 Learning Specialists
- 4 Classroom Teachers
- 3 Specialist Teachers (Physical Education, Auslan, Library and Art)
- 1 Office Administrator
- 5 Education Support Staff
- 1 School Bus Driver
- 1 Maintenance Worker

Progress towards strategic goals, student outcomes and student engagement

Learning

Improving student learning outcomes in literacy and numeracy remained a key priority for Ardeer Primary School in 2025. Throughout the year, the school focused on strengthening teacher practice through the implementation of evidence-based teaching approaches and the development of consistent instructional models in English and Mathematics.

A major focus was the delivery of ongoing professional learning and coaching for staff. Teachers participated in whole-school professional learning designed to strengthen their understanding of the Victorian Curriculum 2.0, the school's instructional models for English and Mathematics, explicit teaching practices, and effective instructional strategies. This work supported teachers to

design and deliver learning experiences that meet the needs of the school's diverse student population.

Staff also worked extensively on the development of the school's guaranteed and viable curriculum in Mathematics to ensure alignment with the Victorian Curriculum Mathematics 2.0 and the school's revised Mathematics instructional model.

In 2025, the school undertook an audit of classroom learning environments to ensure they minimised cognitive load and effectively supported the teaching and learning cycle.

Professional Learning Communities (PLCs) continued to be embedded as a key driver of school improvement. Through PLCs, teachers met regularly to analyse student learning data, share effective teaching strategies, and evaluate the impact of their practice on student outcomes. A strong collective focus on student learning and shared responsibility for outcomes remained a key strength of the school.

Ongoing Case Management meetings further supported this work by providing a systematic process for identifying and responding to student learning needs. These meetings enabled teachers to draw on the collective expertise of staff to address persistent challenges in teaching practice and support differentiated instruction.

School performance data indicated positive trends in student achievement. Literacy outcomes improved, particularly in Year 3 reading, with many students achieving at or above expected levels. Improvements were also observed in numeracy outcomes in both Year 3 and Year 5, with many students performing at expected levels or above.

Teacher judgement against the Victorian Curriculum indicated that 76% of Prep to Year 6 students in English were assessed as being at or above age-expected standards, while 64% of students in Mathematics were assessed as being at or above age-expected standards. This represented an increase of 7% from the previous year in English and an 8% increase in Mathematics.

The school's NAPLAN relative growth data in 2025 was particularly strong. From Year 3 to Year 5 Reading, 82% of students demonstrated high or medium relative growth. This was well above similar schools (74%) and the state average (75%). A similarly strong result was achieved in Numeracy, with 75% of students demonstrating high or medium relative growth.

Wellbeing

Student wellbeing remained a focus at Ardeer Primary School in 2025. The school recognised that strong wellbeing was essential for student learning, engagement and success. The school implemented a range of initiatives designed to strengthen wellbeing and ensure all students felt safe, valued and connected to their school over the course of the year.

A key component of this work was the ongoing implementation of the School-Wide Positive Behaviour Support (SWPBS) framework. Through this approach, the school established clear behavioural expectations and developed consistent systems that promoted positive behaviour and respectful relationships. Staff participated in targeted professional learning to strengthen their capacity to implement SWPBS practices across the school. As a result of this work, the school was recognised with a Silver Award for SWPBS implementation in 2025.

In 2025, the school review findings indicated positive improvements across several wellbeing measures. Students reported increased levels of emotional awareness and regulation, stronger

feelings of connectedness to school, and higher levels of stimulating learning. Students also reported positive perceptions of how the school responded to bullying and promoted an inclusive environment.

The school continued to implement responsive and tiered approaches to wellbeing support. Students requiring additional assistance were supported through targeted interventions and individual learning plans to ensure their learning and wellbeing needs were effectively addressed.

Building strong relationships between students and staff remained an important focus. Teachers worked to create inclusive classroom environments where students felt safe to participate in learning and share their ideas. Opportunities for student voice and leadership were provided through initiatives such as the Student Voice Team.

When compared to 2024, the school demonstrated an increase in the percentage of positive endorsement in the management of bullying. This was reflected in the school's 2025 Attitudes to School Survey data when compared to 2024, a survey completed annually by Victorian government school students.

Engagement

Student engagement has been a key enabler of both learning and wellbeing at Ardeer Primary School. The school has implemented a range of strategies to support students to remain connected to their learning and to the broader school community.

In 2025, a focus on building student engagement in the classroom included the continued implementation of structured teaching routines, clear learning intentions and success criteria, and opportunities for collaborative learning. Teachers used a range of engagement strategies, including explicit teaching, cold calling, turn and talk, choral response, mini whiteboards, frequent checking for understanding, brain breaks, goal setting, and small group learning, to help students maintain focus and develop learning stamina.

Students also had opportunities to contribute to the life of the school through leadership initiatives. Throughout 2025, the Student Voice Team provided students with an opportunity to share their ideas about how the school could continue to improve. These meetings allowed students to provide feedback to school leaders and contribute to decision-making processes within the school.

Attendance was another important area of focus. In 2025, the school continued to strengthen processes to monitor student attendance and provide support for students at risk of disengagement. Attendance data was regularly monitored and students whose attendance fell below expected levels were supported through targeted wellbeing and learning interventions.

In 2025, the school review findings indicated an increase in the proportion of students attending school for 95 per cent or more of the school year. This improvement reflected the school's proactive approach to supporting attendance and working closely with families to ensure students remained engaged in their learning.

Other highlights from the school year

In 2025, with the support of all stakeholders here at the school we saw the renewal of the school's mission and vision statements, logo and motto. This process signalled a natural evolution in the school's rich history. The departure from the previous school motto of "*Valuing Difference*" to a more contemporary and accurate representation of the high expectations that we have for staff, students and families alike in the pursuit of excellence. "*Igniting Minds. Inspiring Excellence*," sees better alignment between our mission and vision and is a more accurate representation of what we represent and what to aspire to as a school.

Throughout the year, Ardeer Primary School provided students with a range of opportunities to enrich their learning and strengthen connections with the school community.

Whole-school events, celebrations and learning activities played an important role in building a positive and inclusive school culture. These events provided opportunities for students to develop confidence, teamwork and leadership skills while celebrating the diversity of the school community.

The school continued to provide a range of extracurricular opportunities that supported student engagement and wellbeing. Lunchtime programs and hands-on learning activities helped create positive social connections between students and provided additional opportunities for students to develop their interests and skills.

Excursions and camps also supported students to extend their learning beyond the classroom. These experiences helped students build independence, resilience and confidence while strengthening relationships with their peers and teachers.

The school community continued to play an important role in supporting school initiatives and events. Families regularly engaged with the school through celebrations, information sessions and community activities, helping to build strong partnerships that supported student learning and wellbeing.

These experiences contributed to a vibrant and supportive school environment where students felt connected to their peers, teachers and the wider school community.

As has been the case over many years now, in 2025 the school's building and grounds continued to be maintained to a high standard, ensuring the school's physical environment mirrored the high expectations that we have for staff, students and families. This saw the completion of major refurbishment works to our student toilets. The final finish and outcome of this project have been outstanding, with the facilities being of an outstanding standard that our students are most deserving of.

Financial performance

Ardeer Primary School maintained a sound and responsible financial position throughout 2025. The school continued to manage its financial resources strategically to ensure that teaching and learning programs, student wellbeing initiatives and the effective operation of the school were well supported. Financial decisions were aligned with the priorities outlined in the School Strategic

Plan and Annual Implementation Plan, ensuring that available resources were directed towards improving student learning and wellbeing outcomes.

The school's primary source of funding is the Department of Education's Student Resource Package (SRP), which provides the core funding required to support staffing, programs and operational costs. In addition to the SRP, the school received equity funding, which is provided to support students who may require additional assistance to fully access learning opportunities. This funding supported targeted teaching programs, intervention support and additional wellbeing initiatives to improve student engagement and achievement.

Additional funding was also received through various state and Commonwealth Government programs, which supported specific learning initiatives and student support programs. These funds were used to strengthen teaching and learning programs, provide additional resources and enhance student wellbeing supports.

School Council also oversaw locally raised funds, including voluntary parent contributions and community fundraising activities. These funds provided valuable additional resources to enhance student learning opportunities, support school programs and contribute to the maintenance and improvement of school facilities.

During 2025, the school continued to invest in teaching and learning resources, professional learning for staff and programs designed to strengthen student engagement and wellbeing. A significant expenditure during the year included refurbishment works to the student toilet facilities, which represented a major investment in improving the school's physical environment and ensuring high-quality facilities for students.

**For more detailed information regarding our school please visit our website at
www.ardeerps.vic.edu.au/**

PERFORMANCE SUMMARY

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 134 students were enrolled at this school in 2025, 67 female and 67 male. 35% had English as an additional language and NDP were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE). SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage. This school's SFOE band value is **Medium**.

Parent Satisfaction Summary

The percentage endorsement by parents on their General School Satisfaction, as reported in the annual Parent/Caregiver/Guardian Opinion Survey. Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

		2025	
% positive endorsement General School Satisfaction (Parent/Caregiver/Guardian Opinion Survey)	School	NDP	
	Similar schools	85.5%	
	State	82.0%	

School Staff Survey

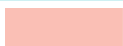
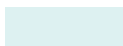
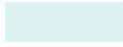
The percentage endorsement by staff on School Climate, as reported in the annual School Staff Survey. Percentage endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

		2025	
% positive endorsement School Climate (School Staff Survey)	School	86.8%	
	Similar schools	79.2%	
	State	77.4%	

LEARNING

Teacher Judgement of student achievement against the Victorian Curriculum

Percentage of students working at or above age expected standards in English and Mathematics.

2025			
English Prep - 6 % of students at or above age expected standards	School	76.0%	
	Similar schools	80.5%	
	State	86.3%	
Mathematics Prep - 6 % of students at or above age expected standards	School	63.8%	
	Similar schools	76.5%	
	State	84.2%	

NAPLAN

Percentage of students in the Strong or Exceeding proficiency levels in NAPLAN.

2025				3-year average
Reading Year 3 % of students Strong or Exceeding proficiency levels	School	27.8%		41.5%
	Similar schools	61.1%		59.7%
	State	69.5%		69.3%
Reading Year 5 % of students Strong or Exceeding proficiency levels	School	53.3%		51.1%
	Similar schools	66.1%		65.9%
	State	73.9%		74.6%
Numeracy Year 3 % of students Strong or Exceeding proficiency levels	School	50.0%		45.3%
	Similar schools	54.7%		54.2%
	State	66.2%		66.4%
Numeracy Year 5 % of students Strong or Exceeding proficiency levels	School	26.7%		36.2%
	Similar schools	57.5%		56.7%
	State	69.1%		68.1%

NAPLAN relative growth

The percentage of students in the High and Medium relative growth categories.

Relative growth is determined by comparing a student's current year result relative to the results of all 'similar' Victorian students (i.e., students in all sectors in the same year level who had the same score two years prior). If the current year result is in the top 25 percent, their gain level is categorised as 'High'; middle 50 percent is 'Medium'; bottom 25 percent is 'Low'.

A multi-year average for NAPLAN relative growth will be included in future years as data becomes available.

		2025	
Reading Year 3 to 5 % of students High or Medium relative growth	School	81.8%	
	Similar schools	73.9%	
	State	74.7%	
Numeracy Year 3 to 5 % of students High or Medium relative growth	School	75.0%	
	Similar schools	73.7%	
	State	74.0%	

WELLBEING

Student Attitudes to School – Sense of Connectedness

The percentage endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	71.6%		74.8%
	Similar schools	81.6%		80.1%
	State	77.1%		77.3%

Student Attitudes to School – Managing Bullying

The percentage endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

		2025		4-year average
Years 4 to 6 % positive endorsement	School	72.7%		76.4%
	Similar schools	81.9%		78.8%
	State	76.4%		75.8%

ENGAGEMENT

Average absence days per student

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

		2025	4-year average
Prep - 6	School	27.9	27.7
	Similar schools	24.0	24.3
	State	21.5	21.7

Attendance rate

Attendance rate refers to the average proportion of formal school days students in each year level attended.

		2025	
Prep	School	87.7%	
Year 1	School	79.8%	
Year 2	School	88.5%	
Year 3	School	87.0%	
Year 4	School	89.3%	
Year 5	School	86.8%	
Year 6	School	83.8%	

FINANCIAL PERFORMANCE AND POSITION

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER 2025

Financial figures are as of 18 March 2026.

Revenue	Actual
Student Resource Package	\$1,690,723
Government Provided DET Grants	\$618,733
Government Grants Commonwealth	\$6,351
Government Grants State	\$0
Revenue Other	\$63,932
Locally Raised Funds	\$85,549
Capital Grants	\$0
Total Operating Revenue	\$2,465,289

Equity	Actual
Equity (Social Disadvantage)	\$125,827
Equity (Catch Up)	\$0
Equity (Social Disadvantage - Extraordinary Growth)	\$0
Equity Total	\$125,827

The equity funding reported above is a subset of the overall revenue reported by the school.

Expenditure	Actual
Student Resource Package ¹	\$1,657,751
Adjustments	\$0
Books & Publications	\$1,329
Camps/Excursions/Activities	\$28,810
Communication Costs	\$3,302
Consumables	\$27,431
Miscellaneous Expenses ²	\$20,260
Agency Staff	\$86,235
Professional Development	\$7,774
Equipment/Maintenance/Hire	\$43,199
Property Services	\$98,324
Salaries & Allowances ³	\$93,332
Support Services	\$1,852

Expenditure	Actual
Trading & Fundraising	\$50,431
Motor Vehicle Expenses	\$6,987
Travel & Subsistence	\$127
Utilities	\$21,448
Total Operating Expenditure	\$2,148,593
Net Operating Surplus/-Deficit	\$316,696
Asset Acquisitions	\$53,095

¹ Student Resource Package Expenditure figures are subject to change during the reconciliation process.

² Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

³ Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2025

Funds Available	Actual
High Yield Investment Account	\$522,216
Official Account	\$19,131
Other Accounts	\$0
Total Funds Available	\$541,347

Financial Commitments	Actual
Operating Reserve	\$81,807
Other Recurrent Expenditure	\$2,287
Provision Accounts	\$11,087
Funds Received in Advance	\$0
School Based Programs	\$4,887
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$100,068

All funds received from the Department of Education, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with department policies, School Council approvals and the intent/purposes for which funding was provided or raised.